



Up the big hill

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SPELD SA
Phonic Book Series

Practice page

Practise the sounds

s, a, t, i, p, n

c, k, ck, e, h, r, m, d

g, o, u, l, f, b

ai, j, oa, ie, ee, or

z, w, ng, v, oo (book), oo (room)

Practise blending sounds

top

too

went

puff

clap

twins

stood

steep

wombat

zigzag

Practise high frequency words

the

he

she

a

Vocabulary

The words on this page can be used to help the student's comprehension before, during or after reading the book. Link the meanings of words with what the student already knows, show examples or have students act out the words.

huff and puff – breath loudly and heavily

steep – a very sharp slope

rest – have a break

plod – step heavily

twins – two children born at the same time from the same mother

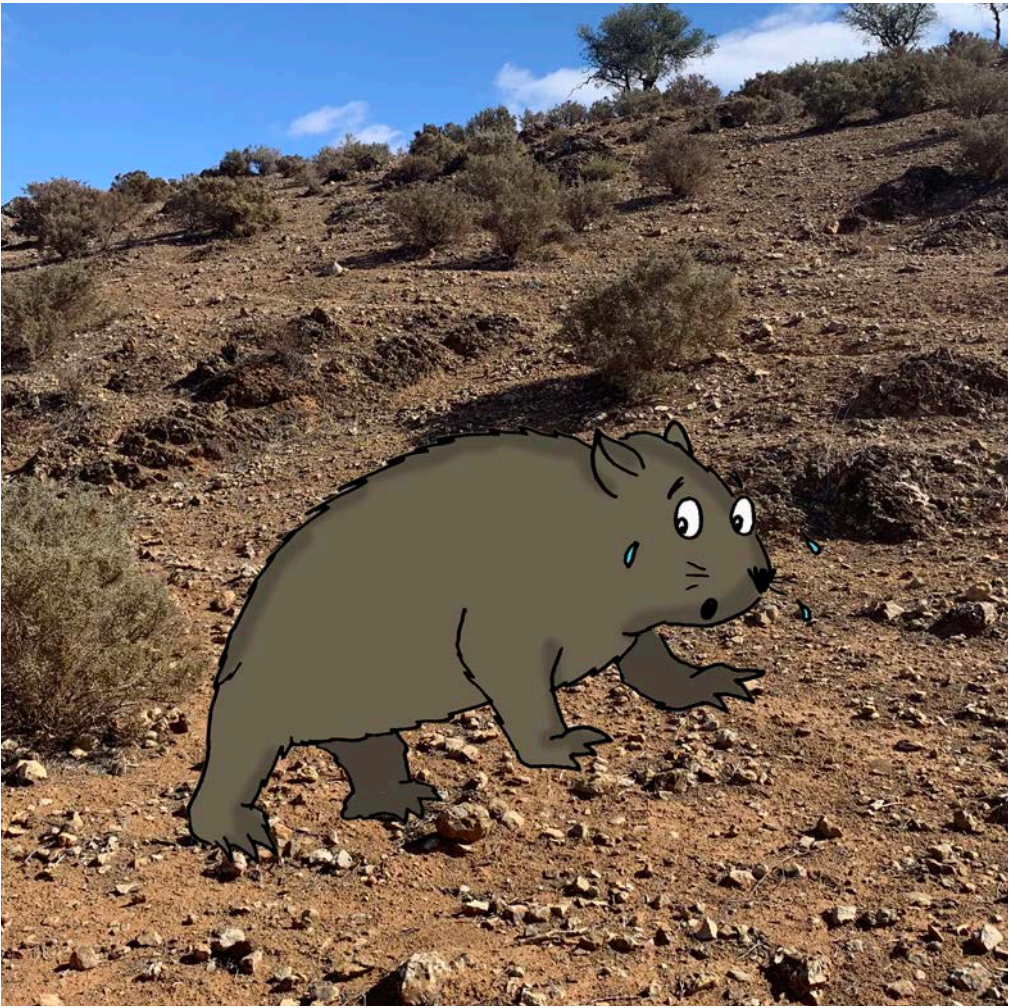
zigzag – move by going first in one direction and then in a different direction



Ned the numbat went
huff and puff up the big,
steep hill.



At the top, he sat and
had a rest.



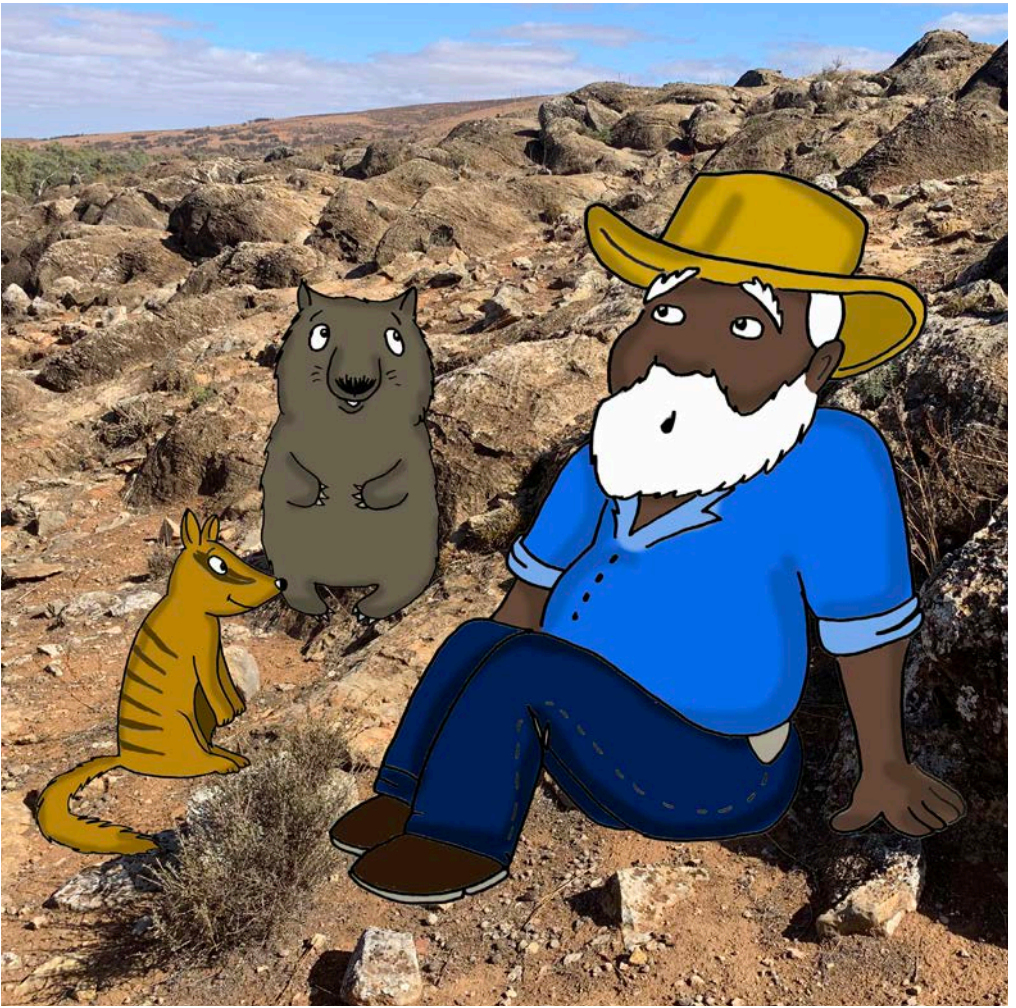
Wilma the wombat went
plod, plod up the big,
steep hill.



At the top, she sat and
had a rest.



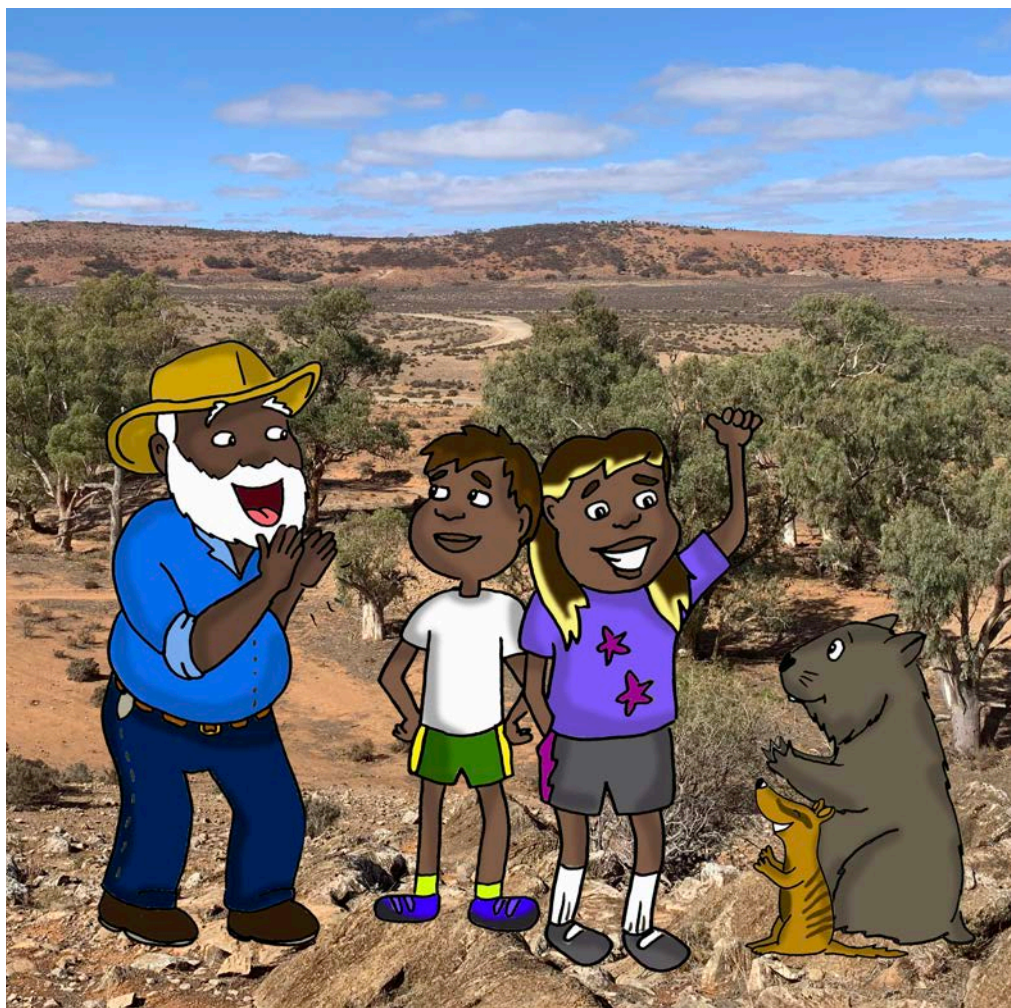
The old man went huff
and puff up the hill.



At the top, he sat too.



But the twins, Wanita
and Zack, ran zigzag up
the big hill.



The wombat, the numbat
and the man stood up.
Clap, clap, clap.

From blending to fluency

To develop fluency, the student needs to re-read the same book multiple times. Students might initially sound out every word and re-read every sentence but, with practice, blending will become more automatic. The fluency chart can be used to develop automaticity of blending by providing single word blending practice.

While reading the book, the student:

- blends the sounds of each unknown word in the sentence
- identifies and reads high frequency words
- re-reads the sentence from the beginning
- discusses the meaning of the sentence

When finished, the student needs to re-read the whole book and practise reading the same book until they can read at a steady pace with minimal sounding out.

Making connections - questions and discussion

After the student has read the book, or the relevant page, ask them one or more of the following questions and discuss:

1. Why do people 'huff and puff'? Show me what that looks like.
2. Who was able to get up the hill the fastest?
3. Which word did the author use to describe how the wombat moved up the hill?
4. Why did the numbat, the wombat and the man stand up and clap?
5. Discuss words that describe how the numbat, the wombat and the man might have felt when they saw the kids run up the hill.
6. Wombats and numbats are Australian animals.
Can you think of any more Australian animals?

Fluency chart

at

up

us

too

big

top

had

puff

but

man

Ned

old

hill

huff

rest

clap

went

plod

twin

stood

steep

wombat

numbat

zigzag

SPELD SA Phonic Books follow the sequence of letter-sounds used in the Jolly Phonics synthetic phonics program. The books can be used with other phonics programs.

Set 1	s, a, t, p, i, n
Set 2	c, k, ck, e, h, r, m, d
Set 3	g, o, u, l, f, b
Set 4	ai, j, oa, ie, ee, or
Set 5	z, w, ng, v, oo (book), oo (room)
Set 6	y, x, sh, ch, th (think), th (that)
Set 7	qu, ou, oi, ue, er, ar
Set 8	y (sunny), a (apron), a-e (cake), e (female), e-e (eve), i (silent), i-e (kite), o (open), o-e (home), u (student), u-e (tune)
Set 9	ay (play), ey (they), oy (toy), y (mystery), ea (dream), ie (chief), y (dry), igh (night)
Set 10	oe (toe), ow (rainbow), ow (now), ir (bird), ur (turn), ew (few), au (launch), aw (paw), al (talk)



**Specific Learning
Difficulties SA**

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A decorative graphic at the bottom of the page featuring several interconnected circles of varying sizes, some with internal patterns, set against a dark background.

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